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ABSTRACT

This annotated bibliography is a collection of references that concern educational administration research in general. Over 100 brief annotations are arranged alphabetically by author. (SI)

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EDUCATIONAL ADMINISTRATION (GENERAL)

AN ANNOTATED BIBLIOGRAPHY

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Bibliography

Acheson, K. A. & Gall, M. D. (1980). TECHNIQUES IN THE CLINICAL SUPERVISION OF TEACHERS. New York: Longman, Inc.

Emphasizes practical techniques of clinical supervision in working with teachers to help them improve their classroom teaching.

Alschuler, A. S. (1980). SCHOOL DISCIPLINE. McGraw-Hill.

Alschuler advocates approaching school discipline through social literacy, a process based on the philosophy of Brazilian educator Paulo Freirr. Involves naming, analyzing, and acting to solve a problem.

Altbach, P. G., Kelly, G. P., & Weis, L. (Eds.). (1985). EXCELLENCE IN EDUCATION: PERSPECTIVES ON POLICY AND PRACTICE. Buffalo, NY: Prometheus Books.

Several educators examine the reports which recommended reform of education in America. They suggest that the compilers of the reports may have been biased and possibly misused the data.

Anderson, L. W. (1981). ASSESSING AFFECTIVE CHARACTERISTICS IN THE SCHOOLS. Boston, MA: Allyn and Bacon, Inc.

The book deals with first a concern for the compartmentalization that characterizes much of educational thought and practice, and second with a concern for the number of educational decisions that are made without the use of evidence or information.

Association for Supervision and Curriculum Development. CURRENT THOUGHT ON CURRICULUM. Alexandria, VA: ASCD, 1985

This book is a collection of eight essays concerning curriculum trends in American schools.

Bank, A., Henerson, M., & Eu, L. (1981). A PRACTICAL GUIDE TO PROGRAM PLANNING: A TEACHING MODELS APPROACH. New York: Teacher College Press.

This text is based on five teaching models (styles). Using practical examples the authors show specifically how each model would take shape in the classroom situation. Evaluation is stressed as a diagnostic tool in both planning and teaching and is a powerful tool for program improvement.

Barr, R. and Dreeban, R. (1983). HOW SCHOOLS WORK. Chicago, IL: University of Chicago Press.

This book is not about administration directly but its theories have great implications for school principals. The focus is on the psycho-social aspects of school organization and how it can positively effect student achievement.

Bean, R., & Harris, C. (1978). ELEMENTARY PRINCIPAL'S HANDBOOK NEW APPROACHES TO ADMINISTRATIVE ACTION. West Nyak, NY: Parker.

This practical handbook concerns itself with the communication skills of the administrator in his/her various roles. It deals with the establishment of a productive climate, group planning and conflict situations.

Beckham, J., & Zirkel, P. A. (Eds.). LEGAL ISSUES IN PUBLIC SCHOOL EMPLOYMENT. Bloomington, IN: Phi Delta Kappa, 1983.

A wide variety of discriminatory practices, and their effects, are discussed. Other issues include reductions in the work force and collective bargaining.

Bell, J., Bush, T., Fox, J., & Goulding, S. (1984). CONDUCTING SMALL-SCALE INVESTIGATIONS IN EDUCATIONAL MANAGEMENT. London: Harper & Row Ltd.

Avoiding time-wasting pitfalls, establishing good research habits, and devising well-planned, well-conducted, and well-reported projects, is the focus of this book.

Benjamin, R. (1981). MAKING SCHOOLS WORK. New York: Continuum Publishing Corporation.

This book outlines examples of excellence from schools across the nation. The chapters deal with mastery learning, Distar, the principal's role, human relations, and responsibility.

Berger, E. H. (1981). PARENTS AS PARTNERS IN EDUCATION. St. Louis, MO: C. V. Mosby Co.

This book outlines a need for parent involvement in a child's education at all levels. It includes a history of community educational involvement, information on leadership training, and the need for the involvement of parents of exceptional and abused children.

Berry, M. C. (1979). WOMEN IN EDUCATIONAL ADMINISTRATION: A BOOK OF READINGS. Washington, D. C.: The National Association for Women Deans, Administrators and Counselors.

This is intended to be a reference or textbook for courses in Educational Administration and Women Studies. It argues that although many doors are being opened to women, the fact still remains

that among educational administrators, women are still a small minority.

Biklen, S. K., & Brannigan, M. B. (1980). WOMEN AND EDUCATIONAL LEADERSHIP. Lexington, MA: D. C. Heath and Company.

This book contains a collection of optimistic essays about women and leadership. These essays assume that women have been and can be competent, interesting, and powerful. Procedures through which women can become leaders, are discussed.

Blake, R. R., Mouton, J. S., & Williams, M. S. (1981). THE ACADEMIC ADMINISTRATOR GRID. San Francisco, CA: Jossey-Bass Inc.

This book looks at higher education institutions using the Grid approach -- a systematic way of understanding administrative leadership in terms of its two major and essential qualities: concern for institutional performance and concern for people.

Bloomer, M., & Shaw, K. E. (1979). THE CHALLENGE OF EDUCATIONAL CHANGE: LIMITATIONS AND POTENTIALITIES. New York: Pergamon Press.

The collection focuses on: changes occuring in education after the upheaval of the '60's and '70's; the school's ability to adapt and adopt as being vital for continued existence.

Blumberg, A. (1980). SUPERVISORS AND TEACHERS: A PRIVATE COLD WAR. Berkley, CA: McCutchan.

This book deals with the interpersonal aspects of supervision: supervisor to teacher and teacher to supervisor. Survey data and descriptions of situations are given to illustrate and support Mr. Blumberg's arguments.

Blumberg, A., & Blumberg, P. (1985). THE SCHOOL SUPERINTENDENT: LIVING WITH CONFLICT. New York: Teachers College Press.

Based on interviews with 25 school superintendents, this study examines the job in terms of its historical development, politics, difficulties & effects on personal life. The role of conflict is a major focus.

Blumberg, A., & Greenfield, W. (1980). THE EFFECTIVE PRINCIPAL: PERSPECTIVES ON SCHOOL LEADERSHIP. Boston, MA: Allyn and Bacon, Inc.

Through thumb-nail sketches of eight out-of-the-ordinary principals, Blumberg and Greenfield describe the effective and affective principle. In the last chapters, they bring together the views of several people who have studied principalships. An excellent book.

Bogue, E. G. (1985). THE ENEMIES OF LEADERSHIP: LESSONS FOR LEADERS IN EDUCATION. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Bogue examines the internal barriers to effective educational leadership: ignorance, prejudice, apathy, indecision, mediocrity, imitation, arrogance, inefficiency rigidity, and duplicity.

Bolton, D. L. (1980). EVALUATING ADMINISTRATIVE PERSONNEL IN SCHOOL SYSTEMS. New York: Teachers College Press.

The essential steps for evaluating administrators are outlined. By using the various forms, charts and plans, the reader is guided in creating a format that fits the individual school system.

Bradford, D. L., & Cohen, A. R. (1984). MANAGING FOR EXCELLENCE: A GUIDE TO DEVELOPING HIGH PERFORMANCE IN CONTEMPORARY ORGANIZATIONS. New York: John Wiley and Sons.

This book is an outgrowth of the authors' study of over 200 managers from many leading corporations and government agencies. The theme of manager as developer shows how one can actively move from strategy into action. Although designed for the business community, this volume has tremendous potential for the school administrator.

Brandt, R. S. (Ed.) (1979). PARTNERS: PARENTS AND SCHOOLS. Alexandria, VA: Association for Supervision and Curriculum Development.

This book covers ways in which parent involvement in schooling increases learning and achievement. It also covers the role of parent groups in decision making and curriculum development.

Braskamp, L. A., Brandenburg, D. C., & Ory, J. C. (1984). EVALUATING TEACHER EFFECTIVENESS. Beverly Hills, CA: Sage Publications Inc.

The authors, through extensive research, have created a comprehensive guide to critiquing, designing, and implementing teacher evaluation.

Bridges, E. M. (1986). MANAGING THE INCOMPETENT TEACHER. Eugene, OR: ERIC Clearninghouse on Educational Management.

This book tackles the thorny issue of incompetent teachers and how to systematically deal with the problem through the development of an integrated organizational approach.

Broadwell, M. M. (1984). THE SUPERVISOR AS AN INSTRUCTOR. Reading, MA: Addison-Wesley.

A practical handbook for supervisors. It covers the characteristics of a good instructor and includes chapters on teaching, learning objectives, motivation, testing and visual aids, effective speaking, classroom techniques, evaluation of training, and how to deal with problem students.

Brown, B. F. (1984). CRISIS IN SECONDARY EDUCATION. Englewood Cliffs, NJ: Prentice-Hall.

Designed to answer the question of how American high schools should be reformed, this text also considers the role of high technology in high schools. Brown not only describes areas of crisis in our schools but also compares U.S. education with Japanese and Soviet systems.

Burrup, P. (1977). FINANCING EDUCATION IN A CLIMATE OF CHANGE (2ND ED.). Boston, MA: Allyn and Bacon, Inc.

Topics explored in the text are ones essential to today's educational administrator. Economic, legal & practical implications of educational financing are discussed in depth.

Byrne, D. R., Hines, S. A., & McCleary, L. E. (1979). THE SENIOR HIGH SCHOOL PRINCIPALSHIP: THE NATIONAL SURVEY (Vol I). Reston, VA: National Academy of Secondary Principals.

This study, using a random sample of 1600 principals, presents a picture of the high school principalship as it was in 1979. Volumes II and Volume III update the picture.

Campbell, R. F., Bridges, E. M., & Nystrand, R. O. (1977). INTRODUCTION TO EDUCATIONAL ADMINISTRATION. Boston, MA: Allyn and Bacon Inc.

This book helps to orient prospective educational administrators by covering: initial preparation for the job, continued professional development.

Coletta, A. J. (1977). WORKING TOGETHER: A GUIDE TO PARENT INVOLVEMENT. Atlanta, GA: Humanities Limited.

Deals in-depth with the ways in which parents, teachers and administrators can work together in school programs. It also covers the organizing, developing and implementing of parent involvement groups and parent awareness programs.

Cooper, J. W. (Ed.) (1984). DEVELOPING SKILLS FOR INSTRUCTIONAL SUPERVISION. New York: Longman, Inc.

Theory gives away to the practical application of supervisory skills in this self-paced text. The approach allows the educator with conceptual supervisory knowledge to practice specific classroom instructional skills.

Cueruo, A. G. (1984). A SCHOOL LEADERS GUIDE TO DELINQUENCY PREVENTION. Alexandria, VA: National School Boards Association.

This handbook introduces the theme of delinquency prevention through strategies aimed at overall school improvement. It stresses sound disciplinary policies and practices that improve the schools climate.

Cunningham, W. G. (1982). SYSTEMATIC PLANNING FOR EDUCATIONAL CHANGE. Palo Alto, CA: Mayfield Publishing.

Based on a need to be proactive rather than reactive, this text deals with the characteristics of an effective school and the role the instructional leader must play in the planning process. Contemporary perspectives in planning are presented, theoretical models are suggested, and the contextual realities of planning are stressed.

Dean, J. (1985). MANAGING THE SECONDARY SCHOOL. Croom Helm Ltd., Provident House, Burnell Row, Beckenham.

This book is intended for anyone concerned with the leadership of secondary schools. Though mainly written for head teachers, it should also be of interest to teachers in senior posts, and aspiring heads who are interested in developing their skills.

DeRoche, E. F. (1981) AN ADMINISTRATOR'S GUIDE FOR EVALUATION PROGRAMS AND PERSONNELS. Boston, MA: Allyn and Bacon, Inc.

This administrators' handbook is designed to help today's school principals carry out their evaluative responsibilities in nine major administrative tasks. These range from plant management to instructional leadership.

DeRoche, E. F. (1985). HOW SCHOOL ADMINISTRATORS SOLVE PROBLEMS. New Jersey: Prentice-Hall, Inc.

This book reflects the results of a survey of 2,000 randomly selected school administrators who identified their major administrative problems. Responses and major problems deal with: financial issues, time management, discipline and student behavior, parents, community and public relations, teachers, instruction, communication and school climate.

DeRoche, E. F., & Kaiser, J. S. (1980) COMPLETE GUIDE TO ADMINISTERING SCHOOL SERVICES. New York: Parker Publishing Company, Inc.

This book includes a compendium of tested ideas, strategies, and techniques for organizing and administering a wide range of school programs and support services.

Doll, R. C. (1983). SUPERVISION FOR STAFF DEVELOPMENT: IDEAS AND APPLICATION. MA: Allyn and Bacon, Inc.

Staff development has assumed an increasingly important role in this decade. Doll's text is a statement of what it could be like at the end of the century. It is meant as a guide for those involved in the training of teaching staffs.

Doyle, K. O. Jr. (1983). EVALUATING TEACHERS. Lexington, MA: Lexington Book Division of Heath & Co.

This book explores the purposes and methods of teacher evaluation. Scales and ratings are provided.

Drake, T., & Row, W. (1986). THE PRINCIPALSHIP. New York: Macmillan Publishing Co.

Various aspects of the role of the principal are explored. By emphasizing the delegation of some managerial duties, this approach allows the prinicipal to focus on the tasks of instructional leadership and community liaison.

Dunn, K., & Dunn, R. (1983). SITUATIONAL LEADERSHIP FOR PRINCIPALS THE SCHOOL ADMINISTRATOR IN ACTION. Englewood, NJ: Prentice-Hall, Inc.

Through scenes, key issues and analyses, the authors address many issues concerning central office, the board of education, and the community. The change process and instructional leadership are emphasized.

Eble, K. (1978). THE ART OF ADMINISTRATION. San Francisco, CA: Jossey-Bass Publishers.

This book addresses the problems, frustrations and satisfactions faced by administrators. It is a handbook for administrators, particularly those who are entering the field for the first time.

Edgar, M. L., Johns, L. J., & Reller, T. L. (1982) EDUCATIONAL ORGANIZATION AND ADMINISTRATION: CONCEPTS, PRACTICES, AND ISSUES. Englewood Cliffs, NJ: Prentice-Hall, Inc.

This book deals with basic educational theories, concepts and principles. Also covered are the major provisions and implications for organization and administration, and the development and implementation of programs.

Erickson, D. A. (1977). EDUCATIONAL ORGANIZATION AND ADMINISTRATION. Berkeley, CA: McCutchan Publishing Corporation.

This book illustrates the best research in several critical problem areas and clarifies the frontier research in these areas.

Felt, M. C. (1985). IMPROVING OUR SCHOOLS. Newton, MA: Education Development Center.

Examines thirty-three of the major research projects on American high schools written between 1981-1984. Felt focuses on the problems of American education, compares the recommendations of the research projects and provides information to educators who wish to initiate reform at a local level.

Fielding, G., & Schalock, H. (1985). PROMOTING THE PROFESSIONAL DEVELOPMENT OF TEACHERS AND ADMINISTRATORS. Eugene, OR: ERIC.

This is a short manual of research, present thinking and programs in the area of staff development. The manual also contains guidelines for the design and implementation of staff development, instructional improvement and organizational development programs.

Genck, F. H. (1983). IMPROVING SCHOOL PERFORMANCE - HOW NEW SCHOOL MANAGEMENT TECHNIQUES CAN RAISE LEARNING, CONFIDENCE AND MORALE. New York: Praeger Special Studies.

This book is designed to help individuals improve the performance of schools. Included are new and proven practical management concepts and techniques for: improving student learning, increasing public confidence and staff morale, and controlling costs of school districts.

Gillespie, K. R. (1981). CREATIVE SUPERVISION. New York: Harcourt Brace Jovanovich, Inc.

This book deals with creative and productive methods of supervising personnel. Highlights: the difference between managing and supervising, communication and decision making skills, and federal legislative restraints on supervisors.

Glasmann, N. S. (1986). EVALUATION BASED LEADERSHIP. Albany, NY: State University of New York Press.

Through his analysis, Glasmann integrates important theoretical research and practical considerations with a special emphasis on the role of the school principal as one whose work can enhance student achievement.

Glatthorn, A. A. (1984). DIFFERENTIATED SUPERVISION. Reston, VA: Association for Supervision, Curriculum and Development.

This text presents a system of supervision based on the premise that all teachers do not need clinical supervision. The four types of supervision presented are: cooperative professional development, self-directed development, administrative monitoring and clinical supervision.

Glatthorn, A. A. (1987). CURRICULUM RENEWAL. Alexandria, VA: ASCD.

Discusses the idea that teachers be involved in evaluation/assessment of each other. Also stresses curriculum as a product of staff development.

Glickman, C. D. (1985). SUPERVISION OF INSTRUCTION: A DEVELOPMENTAL APPROACH. Boston, MA: Allyn and Bacon, Inc.

This is a good handbook for supervisors. It defines the effective school and discusses teaching and supervision. Also deals with the skills of supervision.

Goodlad, J. I. (1979). WHAT SCHOOLS ARE FOR. Bloomington, IN: Phi Delta Kappa.

Goodlad evaluates the purposes and aims of schools. He points out several problems existing in education and offers several suggestions for their improvement. This is an excellent book.

Goodlad, J. I. (1983). A PLACE CALLED SCHOOL. New York: McGraw-Hill.

In this authoritative study of thirty-eight schools across the country, Goodlad presents a long-term, data-based evaluation of schooling in the eighties.

Goodwin, D. (1979). DELIVERING EDUCATIONAL SERVICE. New York: Teachers College Press.

Goodwin, who taught in New York City public schools, feels that most research has focused on the administrator's adoption of educational innovation. He finds many reformers' generalizations a stultifying influence.

Goulding, S., Bell, J., Bush, T., Fox, A., & Goodey, J. (1984). CASE STUDIES IN EDUCATIONAL MANAGEMENT. London: Harper and Row.

This books emphasizes the practice and theory of management in education through small-scale investigations. Discusses methodologies for case studies in schools.

Greenfield, W. (1987). INSTRUCTIONAL LEADERSHIP: CONCEPTS, ISSUES, AND CONTROVERSIES. Boston, MA: Allyn and Bacon Publishing.

This book is a collection of articles from 20 distinguished educators on facilitating instructional leadership and creating effective schools. Contains a rich variety of often conflicting opinions.

Gross, B., & Gross, R. (Eds.). (1985). THE GREAT SCHOOL DEBATE. New York: Simon & Schuster.

Begins with a reprint of A NATION AT RISK alone with summaries of eight of the reports of commissions that followed. More importantly, the collection contains a wide variety of reactions from well known supporters and critics of the educational establishment.

Guild, P. B. & Garger, S. (1986). MARCHING TO DIFFERENT DRUMMERS. Alexandria, VA: ASCD.

Examines styles for interpersonal relationships, supervision and evaluation, teaching, counseling, curriculum, and instructional modalities. Emphasizes that educators must be sensitive to style-related demands in teaching and learning.

Gustatson, T. (1985). MICROCOMPUTERS AND EDUCATIONAL ADMINISTRATION. New Jersey: Prentice-Hall, Inc.

A practical guide to the use of Computers in Educational Administration. Speculates on the future use of the technology in this area.

Gutek, G. L. (1983). EDUCATION AND SCHOOLING IN AMERICA. Englewood Cliffs, NJ: Prentice-Hall, Inc.

A balanced and comprehensive overview of public education in the United States. Contemporary issues and developments are examined. The historic background is presented for each topic to provide perspective.

Guthrie, J. W. (Ed.). (1985). SCHOOL FINANCE POLICIES AND PRACTICE. Cambridge, MA: Ballinger.

The first yearbook of the American Education Finance Association. Provides a comprehensieve overview of major school finance issues, an introduction to important authors in the field, a review of research techniques and public policy dimensions in school finance, and an historical perspective that encourages growth and reform.

Guthrie, J. W., & Reed, R. J. (1986). EDUCATIONAL ADMINISTRATION AND POLICY: EFFECTIVE LEADERSHIP FOR AMERICAN EDUCATION. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Concepts of educational adminsitration and policy formation in the United States are discussed, and major skill areas important for education leaders are reviewed.

Hall, G. E., & Hord, S. M. (1987). CHANGE IN SCHOOLS. Albany, NY: State University of New York.

Uses the Concerns Based Adoption Model for predicting the effect of change in the targeted environment. Tools and techniques that can help principals be effective change agents are explored. Intervention incidents are described as vital elements in creating successful change.

Hallinan, M. T. (Ed.). (1987). THE SOCIAL ORGANIZATION OF SCHOOLS - NEW CONCEPTUALIZATIONS OF THE LEARNING PROCESS. New York: Plenum Press.

This book covers sociological concepts of education - what binds school instruction and organization to educational achievement. It mainly emphasizes theory and includes several approaches to studying school organization.

Hampel, R. L. (1986). THE LAST LITTLE CITADEL, AMERICAN HIGH SCHOOLS SINCE 1940. Boston, MA: Houghton Mifflin.

This book, the third in a trilogy, traces the development of the American high school from 1940 to 1984. Hampel is pessimistic about the ability of American high schools to move in the direction of improved education.

Hansen, E. (1979). EDUCATIONAL ADMINISTRATION AND ORGANIZATIONAL BEHAVIOR. Boston, MA: Allyn and Bacon, Inc.

Examines different perspectives on structure and management of educational organizations. Conceptual models of decision making, based on research and scholarly writing, are presented along with an analysis of three organizational models.

Harris, B. M. (1985). SUPERVISORY BEHAVIOR IN EDUCATION. Englewood, NJ: Prentice-Hall.

This book provides the reader with a detailed view of the role of supervisor. It discusses the competencies, techniques and theoretical concepts important to the practicing supervisor.

Hennig, M. & Jardim, A. (1977). THE MANAGERIAL WOMAN. New York: Pocket Books Division of Simon & Schuster.

Helps men and women understand the beliefs and assumptions which they hold about themselves and each other concerning organizations and careers in management. Emphasizes that the informal system of most organizations finds its origins and functions in the male culture and experience.

Hildebrand, V. (1984). MANAGEMENT OF CHILD DEVELOPMENT CENTERS. New York: MacMillan Publishing Company.

This book defines and explains management principles and decision-making as applied to child development centers. It is designed as a textbook for the growing number of courses for students expecting to operate early childhood programs.

Hill, F. (1982). THE SCHOOL BUSINESS ADMINISTRATOR. (3rd ed.). IL: The Research Corporation of the Association of School Business Officials of the United States and Canada.

Emphasizes the importance of the school business administrator to the entire operation of the school system, both financially and academically. Discusses: the job, its history and responsibilities; necessary qualifications; procedures for the selection of candidates.

Hord, S. M., Rutherford, W. L., Huling-Austin, L., & Hall, G. E. (1987). TAKING CHARGE OF CHANGE. Alexandria, VA: ASCD.

A view of change and its effects on teachers and administrators. Uses numerous questionnaires, charts, and graphs to illustrate points. Emphasizes the need for "ownership" in the adoption of any innovation.

Hoy, W., & Miskel, C. (1978). EDUCATIONAL ADMINISTRATION: THEORY, RESEARCH AND PRACTICE. New York: Random House.

Synthesizes a substantial body of emerging knowledge in educational administration. Will appeal to administrators who wish to make their practice more of a science.

Hughes, M., Ribbins, P. & Thomas, H. (Eds.). (1985). MANAGING EDUCATION: THE SYSTEM AND THE INSTITUTION. New York: Holt, Rinehart and Winston.

The relationship of theory to practice is the theme of Part I of this book. The second and third sections of the book deal with management directly.

Husen, T. (1985). THE SCHOOL IN QUESTION: A COMPARATIVE STUDY OF THE SCHOOL AND ITS FUTURE IN WESTERN SOCIETY. New York: Oxford University Press.

This is a product of an Aspen Institute project, responding to the question of "What is an educated person in the last quarter of the twentieth century?" A comparative study of institutionalized schooling is made, its possible future is examined.

Jentz, B. C. & Wofford, J. W. (1979). LEADERSHIP AND LEARNING. New York: McGraw-Hill Book Company.

This book deals with personal change in a professional setting, leaders who learn, how they learn, and a learner who leads.

Johnson, D. W., Johnson, R. T., Holubec, E. J., & Roy, P. (1984). CIRCLES OF LEARNING: COOPERATION IN THE CLASSROOM. Alexandria, VA: ASCD.

The authors present several messages to both teachers and administrators. As the title implies, they stress cooperation within the learning environment -- both the school and the classroom.

Johnson, H. M. (1982). PLANNING AND FINANCIAL MANAGEMENT FOR THE SCHOOL PRINCIPAL. New York: Teachers College Press.

The principalship is viewed from a management perspective. The author maintains that school management is a cyclical process focusing on the constant evaluation of goal priorities. Concepts and techniques useful in creating and monitoring constantly changing goal priorities are presented.

Jordan, K., Forbis, et al. (1984). SCHOOL BUSINESS ADMINISTRATION. Beverly Hills, CA: Sage Publications, Inc.

Explains the principles and techniques needed to function in a new, constantly changing high tech, administration environment.

Joyce, B. R., Hersh, R. H., & McKibbin, M. (1983). THE STRUCTURE OF SCHOOL IMPROVEMENT. New York: Longman.

Focuses on reforming in the school and the need for all concerned to be involved in the process.

Kaiser, J. S. (1985). THE PRINCIPALSHIP. Minneapolis, MN: Burgess Publishing Co.

Outlines the duties and responsibilities of principals. Emphasis on the law and the principal. A good handbook for a beginning principal.

Keefe, J. W. & Jenkins, J. M. (Eds.). (1984). INSTRUCTIONAL LEADERSHIP HANDBOOK. Reston, VA: National Association of Secondary School Principals.

A comprehensive resource for the instructional leader. Contains practical suggestions for implementing recommendations arising from the "effective schools" movement.

Kimbrough, R. B. (1985). ETHICS: A COURSE OF STUDY FOR EDUCATIONAL LEADERS. Arlington, VA: AASA.

A revision of an earlier treatise on ethical behavior for administrators. Covers a variety of professional behaviors that give cause for concern. Includes conflict of interest, imprudent use of time, and "whistle-blowing".

Kimbrough, R. B. & Nunnery, M. Y. (1983). EDUCATIONAL ADMINISTRATION. 2nd ed. New York: Macmillan Publishing Co.

This book has been used as a textbook in Educational Administration programs. Discusses a wide variety of topics and concepts.

Kinder, J. A. (1978). DECISION MAKING IN PUBLIC EDUCATION. Austin, TX: Mesa Publications.

This text suggests that there are four groups involved in the decision making process: board of education, superintendent of schools, administrators, and classroom teachers. The premise is that successful schools in the future will depend upon greater utilization of the talents of the total educational community.

Kirst, M. W. (1984). WHO CONTROLS OUR SCHOOLS? New York: W. H. Freeman and Company.

An overview of key issues facing education. Includes: curricular priorities, finance, governance, and teaching as a profession.

Knoll, M. (1984). ELEMENTARY PRINCIPAL'S SURVIVAL GUIDE: PRACTICAL TECHNIQUES AND MATERIALS FOR DAY-TO-DAY SCHOOL ADMINISTRATION AND SUPERVISION. NJ: Prentice-Hall, Inc.

Intended as a reference book for elementary school administrators. Includes detailed ideas, strategies and techniques for successfully administering an elementary school. Provides sample documentation forms to increase efficiency.

Krajjewski, R. J., Martin, J. S. and Walden, J. C. (1983). THE ELEMENTARY SCHOOL PRINCIPALSHIP: LEADERSHIP FOR THE 1980S. New York: CBS College Publishing.

This text covers almost all the basic functions of a principalship: management, professional development, curriculum design, student needs, parent communication, legal regulations, and teacher performance evaluation. The book is replete with checklists, models, case studies and resource materials.

Kyle, R. (1985). REACHING FOR EXCELLENCE - AN EFFECTIVE SCHOOLS SOURCEBOOK. Washington, D. C.: U. S. Government Printing Office.

This book looks at the concept of what makes an effective school. Covers state and district policies and practices, and contains a directory of programs,

Lane, J. J. (Ed.). (1984). THE MAKING OF A PRINCIPAL. Springfield, IL: Charles J. Thomas Publishers.

Contributors examine the process by which public and private school principals are educated, certified and inducted into the school systems. Comments are also made regarding the shortcomings of first year principals as a result of this formal training.

LEADERSHIP IN THE 1980'S: INFLUENCING THROUGH MANAGEMENT - IMPLICATIONS FOR SPECIAL EDUCATION LEADERSHIP PERSONNEL. (1980). Minneapolis, MN: Proceedings of the Ninth Annual Invitational Conference, Minneapolis Public Schools.

Issues discussed are timely to administrators and supervisors who have been through a number of difficult years in the implementation of Public Law 94-142.

Lehming, R. & Kane, M. (1981). IMPROVING SCHOOLS: USING WHAT WE KNOW. Beverly Hills, CA: Sage Publishers, Inc.

Deals with the incorporation of certain types of innovations - those embodying new ideas, materials, or technologies, in the daily operations of elementary and secondary schools.

Leiberman, A., & McLaughlin, M. (Eds.). (1982). POLICY MAKING IN EDUCATION. Chicago, IL: University of Chicago Press.

A collection of essays which reflect perspectives in the development and implementation of policy and discipline. Deals with conflicts that exist between theory and practice.

Levin, T., & Long, R. (1981). EFFECTIVE INSTRUCTION. Virginia: The Association for Supervision and Curriculum Development.

Designed for use by principals and faculty to improve school instruction. Includes research on classroom variables and their impact on learning. Discusses self, student, and classroom atmosphere evaluation instruments.

Lewis, J. Jr. (1983). LONG-RANGE AND SHORT-RANGE PLANNING FOR EDUCATIONAL ADMINISTRATION. Newton, MA: Allyn and Bacon Inc.

This book will assist school administrations to: understand the mechanics of the total planning process; apply the approach to planning and management; simulate the future; and measure performance results.

Lieberman, Ann. (1986). RETHINKING SCHOOL IMPROVEMENT: RESEARCH, CRAFT, AND CONCEPT. New York: Columbia University, Teachers College Press.

This book addresses the need for innovative ways to improve schools, to make them better places for both the adults who come to teach and young ones who come to learn.

Loucks-Horsley, S., & Hergert, L. F. (1985). AN ACTION GUIDE TO SCHOOL IMPROVEMENT. Alexandria, VA: ASCD.

Promotes a 7-step process, and corresponding stages of concern, for instituting a change, or "School Improvement Project".

Lovell, J. T., & Wiles, K. (1983). SUPERVISION FOR BETTER SCHOOLS. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Discusses the relationship between instructional supervision and teaching behavior to improve the quality of education.

Madaus, G. F., Airasian, P. W. and Kellaghan, T. (1980). SCHOOL EFFECTIVENESS: A REASSESSMENT OF THE EVIDENCE. New York: McGraw Hill Book Co.

An interpretation of the Coleman Report (1966) by an analysis of the research.

Marks, J., Stoops, E., & King-Stoops, J. (1978). HANDBOOK OF EDUCATIONAL SUPERVISION. Boston, MA: Allyn and Bacon, Inc.

A practical guide book which combines significant research findings and expert opinion with step-by-step procedures and techniques for improving all aspects of supervisory performance.

Marland, M. (Ed.). (1986). SCHOOL MANAGEMENT SKILLS. London: Heinemann Educational Books.

Deals with effectively accomplishing basic management skills: planning staff discussion for decision making, arranging & chairing meetings, appointing and appraising teachers, working with non-teaching staff, encouraging staff development, dealing with stress, and conducting self-evaluation.

Marshall, J. (1985). THE DEVIL IN THE CLASSROOM--HOSTILITY IN AMERICAN EDUCATION. Schocken Books.

An examination of hostility in schools with suggestions for its reduction through the effective use of an interactive management style to create a more educationally conducive environment.

Mayer, C. L. (1982). EDUCATIONAL ADMINISTRATION AND SPECIAL EDUCATION: A HANDBOOK FOR SCHOOL ADMINISTRATORS. Boston, MA: Allyn and Bacon, Inc.

Directed at the needs of school administrators, this book gives extensive attention to the specifics of special education and

administration. It presents a framework for the development and operation of special education programs.

McCleary, L. E., & Thomson, S. D. (1979). THE SENIOR HIGH SCHOOL PRINCIPALSHIP: THE SUMMARY REPORT (VOL. III). Reston, VA: National Association of Secondary Principals.

This commentary includes the findings of the National Survey of Principals and the Study of Effective Principals.

McGreal, T. L. (1983). SUCCESSFUL TEACHER EVALUATION. Alexandria, VA: ASCD.

Presents evaluation as a process to improve instruction, as opposed to an anxiety producing judgmental tool.

McMahon, W., & Geske, T. (Eds.). (1982). FINANCING EDUCATION: OVERCOMING INEFFICIENCY AND INEQUITY. Chicago: University of Illinois Press.

Greater social efficiency is seen as an important theme in current educational environments. Discussed are major aspects of social efficiency, including incentives for efficiency in the organization of programs. The results of a failure to adequately involve parents are also discussed.

McNeil, J. D. (1977). CURRICULUM: A COMPREHENSIVE INTRODUCTION. Boston, MA: Little Brown and Company.

Designed as a tool for the study of curriculum. Includes conception of curriculum, technical skills of curriculum development, art and techniques of curriculum development, overview of curriculum and curriculum as a field of study.

Mets, M. H. (1978). CLASSROOMS AND CORRIDORS. University of California Press.

Examines two junior high schools and the effects of the priority given to either school order or administrator educational commitment.

Millman, J. (1981). HANDBOOK OF TEACHER EVALUATION. Beverly Hills, CA: Sage Publications.

The focus of this guidebook is current approaches for teacher evaluation. Current methods are described, as well as the administrator's role in the application of each.

Molnar, A., & Zahorik, J. (1977). CURRICULUM THEORY. Washington, D. C.: Association for Supervision and Curriculum Development.

A collection of papers by leaders in curriculum. Includes an examination of the importance of values in curriculum work; decision making in curriculum design and evaluation; psychological implications; teacher as curriculum designer; and sociopolitical views.

Monahan, W. G., Hengst, H. R. (1982). CONTEMPORARY EDUCATIONAL ADMINISTRATION. New York: Macmillan Publishing Co., Inc.

The theme of this book is the context of administration. It presents a contemporary view of issues, concerns and challenges which confront administrators.

Morphet, E. L., Johns, R. L., & Reller, T. L. (1982). EDUCATIONAL ORGANIZATION AND ADMINISTRATION: CONCEPTS, PRACTICES, AND ISSUES. Englewood Cliffs, NJ: Prentice-Hall, Inc.

This is intended as a guide to administration and educational policies. Major issues addressed include: basic principles, concepts and issues of administration; and, development and implementation of relevant provisions and programs.

Morris, V. C. (1981). DEANING -- MIDDLE MANAGEMENT IN ACADEME. University of Illinois Press.

Reflections on the job by a faculty member who became Dean.

Morris, V. C. et al. (1984). PRINCIPALS IN ACTION. Columbus, OH: Merril Publishing Co.

An account of principaling in action. Examines how the principal, the primary actor, defines the job not by writing it down, but by acting it out daily.

Mortimer, K., & McConnel, T. (1978). SHARING AUTHORITY EFFECTIVELY: PARTICIPATION, INTERACTION, AND DISCRETION. San Francisco, CA: Jossey-Bass Publishers.

A process oriented book dealing with internal and external influences on school goverance. The two major themes inlcude appropriate distribution of authority and claims for legitimate governance.

Nakamura, R. T., & Smallwood, F. (1980). THE POLITICS OF POLICY IMPLEMENTATION. New York: St. Martin's Press.

An overview of policy development, both in its formulation and implementation. Taken into consideration are the different views the participants bring to the process.

Nathan, J. (1983). FREE TO TEACH. Pilgrim Press.

Describes an effective, efficient program which every school in this country can implement without spending money. Also illustrates barriers to excellence in public education and proposes more efficient ways to allocate money.

Neagley, R. L., & Evans, D. (1980). HANDBOOK FOR EFFECTIVE SUPERVISION OF INSTRUCTION. Englewood Cliffs, NJ: Prentice-Hall, Inc.

This book addresses the current trends in education and their practical application to situations that administrators, supervisors, coordinators, and teachers confront daily.

Neale, D. C., Bailey, W. J., & Ross, B. E. (1981). STRATEGIES FOR SCHOOL IMPROVEMENT: COOPERATIVE PLANNING AND ORGANIZATION DEVELOPMENT. Boston, MA: Allyn and Bacon, Inc.

A practical handbook for the organizational development of schools.

Oliva, P. F. (1984). SUPERVISION FOR TODAY'S SCHOOLS (2ND ED.). New York: Longman.

Presents a national and historical perspective of today's educational scene. A review of literature and field work is included. The leadership role, curriculum development and improving instruction are the major topics.

O'Neil, R. M. (1981). CLASSROOMS IN THE CROSSFIRE: THE RIGHTS AND INTERESTS OF STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, LIBRARIANS AND THE COMMUNITY. Bloomington, IN: Indiana University Press.

Discusses policies in regard to current controversies involving schools, texts and libraries.

O'Reilly, R. C., & Green, E. J. (1983). SCHOOL LAW FOR THE PRACTITIONER. Westport, CT: Greenwood Press.

Presents an overview of the legal system as it relates to education. The primary focus is briefs of significant legal cases pertaining to educational law. Each case and the ruling is discussed.

Ortiz, F. I. (1982). CAREER PATTERNS IN EDUCATION: WOMEN, MEN AND MINORITIES IN PUBLIC SCHOOL ADMINISTRATION. South Hadley, MA: J. F. Bergin Publishers, Inc.

Describes how one ascends the educational ladder from teacher to administrator. Compares and contrasts this ascendency between male and female candidates.

Owens, R. G. (1981). ORGANIZATIONAL BEHAVIOR IN EDUCATION. Englewood Cliffs, NJ: Prentice-Hall.

A book for those seeking to improve the effectiveness of educational organizations by applying behaviorial science to their management. Emphasizes the use of organizational theory and describes some contemporary state-of-the-art theories and concepts.

Patterson, J. L., Purkey, S. C., & Parker, J. V. (1986). PRODUCTIVE SCHOOL SYSTEMS FOR A NON-RATIONAL WORLD. Alexandria, VA: ASCD.

The authors' premise is that in order to "restore efficacy" (ability to affect a child's education) to American schools, the schools and their inherent organizations must be viewed as nonrational.

Peterson, P. E. (1977). SCHOOL POLITICS. University of Chicago Press.

Examines how Boards of Education reach their decisions on decentralization and desegregation. Views policy formation in terms of pluralism and idealogical bargaining.

Pfeiffer, I. L., & Dunlap, J. B. (1982). SUPERVISION OF TEACHERS: A GUIDE TO IMPROVING INSTRUCTION. Phoenix, AZ: Oryz.

Discusses basic concepts of supervision with the ultimate intent of improving instruction. Examines techniques and tools of supervisory practice & looks at available resources.

Pharis, W. L., & Zakariya, S. B. (1979). THE ELEMENTARY SCHOOL PRINCIPALS IN 1978: A RESEARCH STUDY. Arlington, VA: National Association of Elementary School Principals.

This is a report on the elementary school principalship. It is almost exclusively a study of the world of the principal.

Phi Delta Kappa. (1980). WHY DO SOME URBAN SCHOOLS SUCCEED? Bloomington, IN: Phi Delta Kappa.

Though "effective school" and "effective leadership" are not definitions that would apply, the schools examined are nonetheless successful.

Powers, D., & Powers, M. (1983). MAKING PARTICIPATORY MANAGEMENT WORK. San Francisco, CA: Jossey-Bass Publishers.

Leadership, ethics and decision making in the consultative process are explored. Designed to assist administrators in initiating or improving consultative decision making at their institutions.

(1984). PRINCIPALS IN ACTION: THE REALITY OF MANAGING SCHOOLS. Columbus, OH: Charles E. Merrill.

Principals are instructional leaders, decision-makers, site managers, mediators and creators of a learning environment. Their effectiveness is examined by a variety of measurements.

Psacharopoulos, G. (Ed.). (1980). INFORMATION: AN ESSENTIAL FACTOR IN EDUCATIONAL PLANNING AND POLICY. Paris: UNESCO.

An examination of the work of educational planners & decision makers in developing nations. Seeks to use existing literature, networks & exchange programs to improve information flow.

Ravitch, D. (1985). THE SCHOOLS WE DESERVE. New York: Basic Books, Inc., Publishers.

In a collection of essays, Ravitch examines American education from 1976 to 1985. She reviews the trends, fads, reports, legislation and curriculum changes that have had an impact on schools and education.

Rebore, R. W. (1985). EDUCATIONAL ADMINISTRATION: A MANAGEMENT APPROACH. Englewood, NJ: Prentice-Hall, Inc.

A theory of educational administration that stresses evaluation of staff. Discusses the legal knowledge that administrators should have and examines the role and function of a variety of administrative personnel in education.

Rebore, R. W. (1987). PERSONNEL ADMINISTRATION IN EDUCATION. Englewood Cliffs, NJ: Prentice-Hall, Inc.

This book presents a comprehensive, practical look at the management of personnel working in education. Educational Administrators will find up-to-date information on the processes, procedures, and techniques needed to carry out the personnel function.

Roberts, A. D., & Cawelti, G. (1984). REDEFINING GENERAL EDUCATION IN THE AMERICAN CLASSROOM. Alexandria, VA: ASCD.

Addresses the mess that most American high schools call curriculum. Sees schools functioning in an uncoordinated jumble of departments and courses.

Rosenblum, S. (1981). STABILITY AND CHANGE. Plenum Press.

Of value to the professional research community and graduate students. Heavy use of statistical information.

Rothstein, S. W. (1986). LEADERSHIP DYNAMICS. Lenham, MD: University Press of America, Inc.

This book covers effective leadership through communication processes. Stresses person to person interchange and climates emphasizing friendliness. Chapters cover interpersonal skills; group dynamics; ego psychology; and applications of the supervisory process.

Sadker, M. P., & Sadker, D. M. (1982). SEX EQUITY HANDBOOK FOR SCHOOLS. NY: Longman, Inc.

While there is a tendency to regard sex equity as a female issue, the authors assume a broader viewpoint to justify the removal of gender-related biases in schools.

SCHOOL LEADERSHIP: HANDBOOK FOR SURVIVAL. (1986). Eugene, OR: ERIC Clearinghouse on Educational Management.

Intended to be a practical resource for school leaders, this book integrates current research data and leadership theory with practical applications in the day-to-day operations of schools.

Schuts, W. (1977). LEADERS OF SCHOOLS. International Authors Books.

This book "is concerned with a systematic attempt to develop better procedures than are now available for identifying persons who have the potential characteristics and abilities needed to serve effectively in administrative positions in public schools." Examines the need to develop better procedures to identify personnel with the qualities to be effective school administrators.

Scott, H. J. (1980). THE BLACK SCHOOL SUPERINTENDENT. Harvard University Press.

An examination of seven representative urban school systems headed by blacks.

Sergiovanni, T. J. (1982). SUPERVISION OF TEACHING. Alexandria, VA: Association for Supervision and Curriculum Development.

The major objectives of this book include: the human factor in supervision, hidden dimensions in supervision, the many faces of supervision, and integrating the scientific, clinical, and artistic views.

Sergiovanni, T. (1984). EFFECTIVE DEPARTMENT LEADERSHIP. Boston, MA: Allyn and Bacon, Inc.

A practical guide for departmental leaders in staff assessment, student evaluation, strategic planning, training and motivation, program and curriculum development, materials selection, budgeting and documentation.

Sergiovanni, T. (1987). THE PRINCIPALSHIP: A REFLECTIVE PRACTICE PERSPECTIVE. Boston, MA: Allyn and Bacon, Inc.

A personal examination of: the principal's leadership, models for school success, the mission of the school, options for supervision and evaluation of professional performance, staff motivation, staff development and school climate.

Sergiovanni, T. J., Burlingame, M., Coombs, F. D., & Thurston, P. W. (1980). EDUCATIONAL GOVERNANCE AND ADMINISTRATION. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Intended for teachers and others who aspire to be educational administrators and supervisors, this book is an introductory text for readers in educational administration and governance.

Sergiovanni, T. J., & Carver, F. D. (1980). THE NEW SCHOOL EXECUTIVE: A THEORY OF ADMINISTRATION (2ND ED.). New York: Harper and Row Publishers.

Various aspects of administration and organization are discussed in view of the belief system, the human condition, the organizational system and the political system that exists within a school.

Sergiovanni, T. J., & Starrat, R. J. (1983). SUPERVISION - HUMAN PERSPECTIVES. 3rd ed. New York: McGraw-Hill Book Co.

This book covers human resources supervision focusing on staff development.

Shakeshaft, C. (1986). WOMEN IN EDUCATIONAL ADMINISTRATION. Beverly Hills, CA: Sage Publications, Inc.

Presents the history of women in Educational Administration and the status of women in the field today. Barriers to women in Educational Administration and techniques for overcoming them are discussed.

Shieve, L. T., & Schoenheit, M. B. (1987). LEADERSHIP: EXAMINING THE ELUSIVE. Alexandria, VA: Association for Supervision and Curriculum Development.

This 1987 ASCD Yearbook focuses on leadership issues in educational administration and supervision.

Shipman, N., Martin, J., McKay, A., & Anatasi, R. (1983). EFFECTIVE TIME MANAGEMENT TECHNIQUES FOR SCHOOL ADMINISTRATORS. New Jersey: Prentice-Hall, Inc.

A straightforward book which provides tips and strategies for managing time efficiently. Anecdotes and specific guidelines are presented in a what-to-do and how-to-do-it format.

Silver, P. F. (1983). EDUCATIONAL ADMINISTRATION: THEORETICAL PERSPECTIVES ON PRACTICE AND RESEARCH. New York: Harper and Row Publishers.

Intended for graduate students of educational administration.

Sizer, T. R. (1984). HORACE'S COMPROMISE: THE DILEMMA OF THE AMERICAN HIGH SCHOOL. Boston, MA: Houghton Mifflin.

The first of three reports on contemporary schools from NASSP and NASI, it contains material from more than fifty hours of investigations conducted in 1981 and 1982. The semi-fictitious Horace Smith, English teacher in a suburban school district, is the protagonist.

Skilbeck, M. (Ed.). (1984). EVALUATING THE CURRICULUM IN THE EIGHTIES. London: Hodder and Stoughton, Ltd.

Provides a series of current perspectives on educational issues, such as confidentiality, curriculum evaluation, and examinations as evaluation tools.

Smith, R. (1985). FREEDOM AND DISCIPLINE. Winchester, MA: Allen & Uwin.

Provides assistance to administrators for defining discipline codes within legal constraints. It provides justification for the use of authority and punishment within the schools.

Smyth, W. J. (Eds.). (1986). LEARNING ABOUT TEACHING THROUGH CLINICAL SUPERVISION. London: Croom Helm.

A compilation of seven perspectives on clinical supervision. The practice is examined in historical & theoretical frameworks and various approaches are discussed.

Snyder, K. J., & Anderson, R. H. (1986). MANAGING PRODUCTIVE SCHOOLS: TOWARD AN ECOLOGY. Orlando, FL: Academic Press, Inc.

An up-to-date knowledge base for those who aspire to become principals, those who currently serve as principals, and those scholars and researchers whose particular academic interest concerns the role of the principal.

Squires, D. A., Huitt, W. G., & Segars, J. K. (1983). EFFECTIVE SCHOOLS AND CLASSROOMS: A RESEARCH-BASED PERSPECTIVE. Alexandria, VA: ASCD.

Examines the practical applicability of the finding of "effective schools" research.

Stauffer, T. M. (1981). QUALITY-HIGHER EDUCATION'S PRINCIPAL CHALLENGE. Washington, DC: American Council on Education.

A series of articles dealing with problems of education. Makes practical suggestions for providing the necessary leadership for change.

Stoller, N. (1978). SUPERVISION AND THE IMPROVEMENT OF INSTRUCTION. Englewood Cliffs, NJ: Educational Technology Publications.

Transcripts of several lessons are presented and analyzed. Post observation conferences are also discussed. This is a good overview for beginning supervisors.

Strike, K. (1982). EDUCATIONAL POLICY AND THE JUST SOCIETY. Chicago: University of Illinois Press.

Assumes the position that the range of problems in public education is rooted in the values and concepts of liberalism.

Stufflebeam, D. L., McCormick, C. H., Brinkerhoff, R. O., & Nelson, C. O. (1985). CONDUCTING EDUCATIONAL NEEDS ASSESSMENTS. Boston, MA: Kluwer-Nijhoff.

A reference tool designed to increase the awareness of educators about the dimensions and approaches of needs assessment.

Tanner, D., & Tanner, L. (1987). SUPERVISION IN EDUCATION: PROBLEMS AND PRACTICES. New York: Macmillan Publishing.

An historical stance bringing together a useful perspective on the theory and methodology of supervision. Focuses on the development of independent thinking in a constantly changing world.

Thomas, M. D. (1979). PERFORMANCE EVALUATION OF EDUCATIONAL PERSONNEL. Bloomington, IN: Phi Delta Kappa Educational Foundation.

This book makes a case for performance evaluation of educational personnel as the primary method for improving schools.

Trump, J., & Lloyd, J. (1977). A SCHOOL FOR EVERYONE. Virginia: NASSP.

Translation of NASSP guidelines for improving schools. Shows various program aspects, priorities and procedures for change, and presents a complete plan for a school.

Tuckman, B. W. (1985). EVALUATING INSTRUCTIONAL PROGRAMS (2ND ED.). Boston, MA: Allyn and Bacon, Inc.

The focus is on evaluation of programs rather than personnel. Detailed operational models for four types of program evaluation are included.

Tyack, D., & Hansot, E. (1982). MANAGERS OF VIRTUE: PUBLIC SCHOOL LEADERSHIP IN AMERICA. NY: Basic Books, Inc.

An historical account of the emergence of contemporary educational administrative theory.

United States Department of Education. (1984). THE NATION RESPONDS: RECENT EFFORTS TO IMPROVE EDUCATION. Washington, DC: U. S. Government Printing Office.

A survey of the response of each State's education department to A NATION AT RISK (1983). Included in this survey are responses from school districts, post secondary institutions, associations, organizations and business to better our educational system.

Walberg, H. J. (Ed.). (1982). IMPROVING EDUCATIONAL STANDARDS AND PRODUCTIVITY - THE RESEARCH BASIS FOR POLICY. CA: McCutchan Publishing Corporation.

Establishes a base of scholarly research to guide the formulation of educational policies, standards, and practices in schools and classrooms.

Walker, D. (1979). THE EFFECTIVE ADMINISTRATOR. San Francisco, CA: Jossey-Bass Publishers.

This book is a practical guide designed to reassure those who have become cynical about the administrative enterprise. The principles discussed have implications for administration at any level.

Walling, D. R. (1984). HOW TO BUILD STAFF INVOLVEMENT IN SCHOOL MANAGEMENT. Englewood Cliffs, NJ: Prentice-Hall, Inc.

A how-to guide to organizing individuals into working groups. It gives school leaders the foundations needed to increase staff involvement through direct down-to-earth organizational strategies.

Weinstein, D. F. (1986). ADMINISTRATOR'S GUIDE TO CURRICULUM MAPPING. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Devoted to those responsible for monitoring, directing, coordinating, and evaluating K-12 educational programs. This book walks you through the curriculum mapping process step by step.

Welch, F. C., & Tisdale, P. C. (1986). BETWEEN PARENT AND TEACHER. Springfield: Charles C. Thomas.

This book covers ways parents can work with teachers to enhance children's learning.

Weldy, G. R. (1979). PRINCIPALS: WHAT THEY DO AND WHO THEY ARE. Reston, VA: The National Association of Secondary School Principals.

A job description for principals, this book outlines the responsibilities of the day-to-day job. The principal is described in all his/her roles as decision maker, expert, leader, problem solver, etc.

West, P. T. (1985). EDUCATIONAL PUBLIC RELATIONS. Beverly Hills, CA: Sage Publications, Inc.

Stresses both principals and practices. A concise how-to-do-and-why book on public relations for school administrators.

Whetten, D., & Cameron, K. (1984). DEVELOPING MANAGEMENT SKILLS. Illinois: Scott, Foresman and Company.

Uses the results of a survey of 400 managers in private organizations to identify major competencies. Offers suggestions for acquiring these competencies along with useful resources.

White, P. (1983). BEYOND DOMINATION. Routledge and Kegan Paul.

Proposes a political education within the educational system to model a truly participatory democratic school environment.

Wiles, J., & Bondi, J. (1983). PRINCIPLES OF SCHOOL ADMINISTRATION: THE REAL WORLD OF LEADERSHIP IN SCHOOLS. Columbus, OH: Charles E. Merrill Publishing Company.

A realistic account of how schools are administered. Covers fiscal matters as well as scheduling, teacher evaluation and implementation of a behavior management system.

Zeigler, L. H., Kehoe, E., & Reisman, J. (1985). CITY MANAGERS AND SCHOOL SUPERINTENDENTS: RESPONSE TO COMMUNITY CONFLICT. New York: Praeger.

Deals with the management style of superintendents and how they are defined as professionals. According to the authors, reformist values characterize educational administrators and the management of educational institutions.